

CHAPTER I

INTRODUCTION

This chapter presents some important information required in this present. It will discuss research background, research question, research objectives, scope and limitation, research significance and definition of key terms. Each section is discussed below.

1.1 Research Background

Pajares (1992) claims that teachers' beliefs have an important role in the way of teacher in making their lesson plan and take the decision in terms of classroom practice. The beliefs take major roles in how the teachers operate and conduct the teaching and learning activity. The beliefs that the teachers have will be a navigation for the teacher in teaching their class. Teachers' beliefs are important because their beliefs will lead teachers to interpret ambiguous situations (Davis and Andrzejewski, 2009). It is believed that teachers are very influential in language teaching, it means that how the teachers act in the classroom is determined by what they believe. Additionally teachers' beliefs are important concepts of understanding the teachers' perspectives on the teaching.

It is globally recognized that teachers play an important role of educational system because knowledge is transmitted by a teacher to their students. According to Chochran (2006), the quality of students has universally admitted that it depends on the teachers' quality that has highly qualified or has high professional development. From the statement, it means that teachers who excel will definitely be trusted to be able to fulfill the needs of their students. Besides, teachers are also

required to prepare the students to become as competent youths, ready to face the challenges of a rapidly changing world (Directorat of Education Government New Delhi, 2005). One of the main roles of teachers is to motivate learners to develop their skills and aspirations to learn. The teacher's role heavily focussed on the student's relevance in transforming and developing their personal, social and professional skills based on their abilities (Machin et al., 2013). Based on the explanation, it means that the role of teachers is to enable learners to understand how to be responsible for their own development. This can be seen through teaching and learning activities that pay attention to the needs of students. Therefore teachers are facilitators of learning such as teachers act like tutors, working with small groups of students or individual students within the classroom or after class.

Listia and Kamal (2008) have stated that English education is deemed as one of many essential needs. The purpose of learning English is to prepare the young generation of Indonesia to compete globally. Nevertheless, the condition that occurs in English learning is that the English language as specters that means is something dreaded for English teacher in Elementary School, it means that English subjects are greatly feared by teachers (Hasanah, 2013). Moreover, she adds that in Elementary School does not really graduated from English major but from another major. Based on the explanation, it can be seen that there are teacher who cannot fulfill the qualifications in teaching English. They certainly do not understand very well how the teaching of English can be implemented according to the existing curriculum, then they lack of fluency in English so that there is little or no conversation in English during English language lessons.

Automatically students usually have lack of interest in learning English because their teachers cannot speak English. As a result, there is a need to have the right teachers to ensure that students acquire proficiency.

There are some previous studies in teachers' belief toward students' achievement. The first research conducted by Hunt (2012), the research about "CASE STUDY OF TEACHER BELIEFS ABOUT STUDENT ACHIEVEMENT IN A SUBURBAN MIDDLE SCHOOL". The researcher reveals that the purpose of her research is to investigate the teachers' beliefs in Midwestern high schools towards students, student learning, and student achievement. Researcher adds that Saddleback Middle School has experienced the lowest score since the *No Child Left Behind* (NCLB) program is began. Then, researcher seeks to understand the relationship between teachers' beliefs and students achievement. In her research, the researcher need to analyze of the data that indicates a difference between what teachers thought of their teaching practices and how they actually performed in the classroom.

Then, in another research which has already done by Klehm (2013) entitled "The Effects of Teacher Beliefs on Teaching Practices and Achievement of Students with Disabilities." The researcher explains that many students with disabilities do not satisfy the progress targets in their achievements, so they are viewed by the education ministry. A survey was developed to collect data from 218 general and special educators at the middle school level to describe and analyze trends in teachers' beliefs and practices that may be affecting the educational experience and achievement of many students with disabilities. Significant differences were found between teacher general education

expectations and specifically for disabled students to benefit from inclusive teaching. The teachers' beliefs toward students' ability is derived from inclusive teaching, teacher classification, and number of trainings. It was found that teachers' beliefs may affect to the students' ability in achieving higher levels of thinking. Then, the achievement of students with disabilities in New England Common has a very high development. Finally, it was found that the belief of teachers who specifically teach disabled people has a very high influence on the ability of students with disabilities to learn and achieve better performance.

The findings research above focus on the teachers' beliefs at high school as the subject in their research. Furthermore, in this research, the researcher tries to conduct a research in elementary school level. Besides, in the first finding research focuses on the teachers' beliefs at high school toward students' achievement. In this case, the researcher proved that teachers' beliefs affect to the student achievement and teaching practice. Therefore, the researcher tries to investigate an analysis of the teachers' beliefs about the program and curriculum toward students' achievement at elementary school level in order to know that the teachers' beliefs are able to work very well during teaching and learning process.

Regarding the statement above, the researcher is interested to analyze about teachers' belief in teaching and learning English language to the English Young Learner Teacher in Elementary School. As expected that in English Learning at English Young Learners class has the target that can master the language skills of reading, listening, speaking, and writing. Besides young learners have to master of vocabulary and functional skills in the phrase and

utterance English relating to the environment students, schools, and surrounding areas.

The above explanation, with the existence of irregularities in a system of education in Elementary school, especially on teachers' beliefs factor. Many of the earlier researchers used the research of teacher confidence in teacher professionalism, teacher's belief in the curriculum. Therefore, from the existing phenomenon, the researcher here must ensure that teachers' belief must be synchronized with the student achievement.

In line with the above information, the researcher tries to do the present study on An Analysis of teachers' beliefs about the program and the curriculum toward students' achievement at *SDN 1 Tanjekwagir* fourth grade to fill gap on the knowledge in teaching language. It is believed by searching the result of the present study there will be some potential supports for scholars.

1.2 Research Question

As the guideline in this present study, the researcher formulates a research question as follow:

What are the practices of teacher's beliefs that is practiced in teaching and learning process at *SDN Tanjekwagir* Fourt Grade?

1.3 Research Objectives

Based on the statement of the problem, the researcher formulates the purpose of study. Then the purpose of the study is formulated below:

To know and describe the practices of teacher's beliefs that is beneficial for motivating students in learning English.

1.4 Scope and Limitation

This research will find out and prove the problem of misconception in teacher's beliefs at English young learners' teacher. The subject of this research is one of the English teacher who teach fourth grade in the *SDN 1 Tanjekwagir*. The present study will take place on 2016/2017 academic year.

1.5 Research Significance

This research will have some usages either theoretically or practically. Theoretically, the result of this research is expected to give contribution for the scholars. It is expected that the result of the research will be used as important information for the reader about teacher's belief. Then, this research will be as a references or supplement toward English teacher to implement in the teaching and learning process. In addition, the result of this research as practically can help for other researcher who will conduct a similar research and also to improve the practices of teacher's beliefs in learning English especially for English Young Learner teacher in the future education field.

1.6 Definition of Key Terms

Beliefs, according to Borgs (2001) noted that a belief is a theorem may be consciously or unconsciously thought is evaluative argumentation that is accepted as true based on individual perspective; further, it works as a guide to thought and behavior. So, the researcher will interpret this belief into this research that a conscious or unconscious mental state evaluated by that individual, and the evaluation is the truth accordingly from the individual's perspective. Then it will serve as a guide to control individual in acting and behaving.

Teachers' belief, according to One Chinese scholar Guotao (1997) states that a teacher's beliefs are made during the teaching process and visualize the teacher's subjective knowledge of significant educational phenomenon, especially towards his/her own teaching ability and his or her students. Furthermore researcher will illustrate in this research that teachers' beliefs is a subjective guide that describes a knowledge in the process of teaching about its ability to control the learning and students, so that teachers is able to decide about what they are going to design in their classroom activities.

Students' achievement, according to Bajracharya (2007) states that Student achievement is the amount of academic content a student learns in a determined amount of time and each level has learning goals.

SDN Tanjekwagir is the elementary school in the district of Krembung and the residence of Sidoarjo.